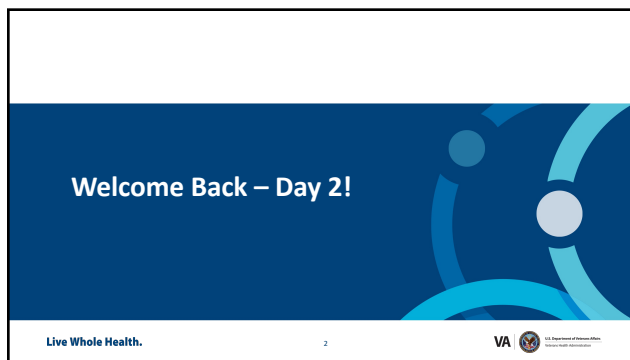
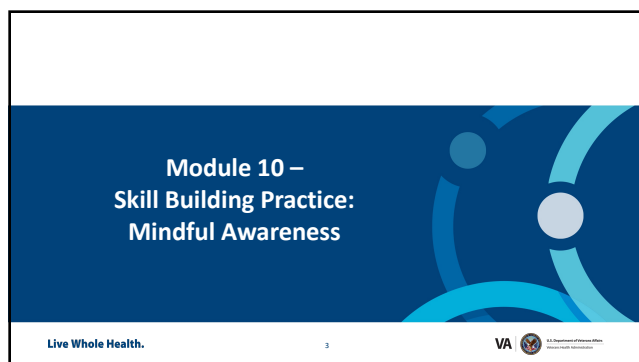


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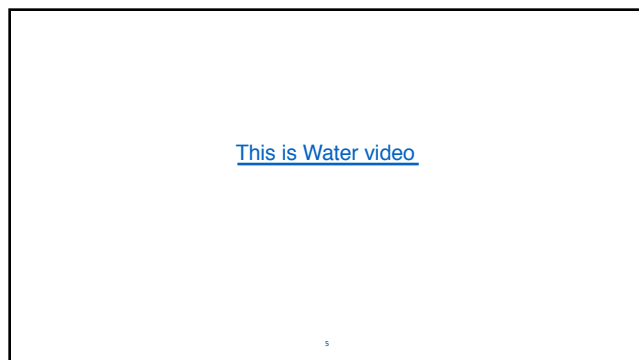
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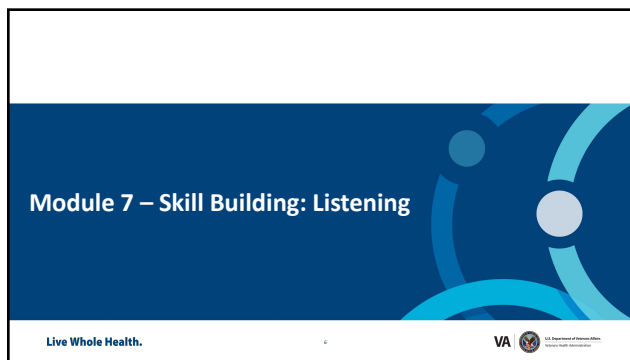
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4



5



6

Listening

“Most people do not listen with the intent to understand; they listen with the intent to reply.”

Stephen Covey PhD

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Listening

- When are times when you don't listen well?
- What gets in your way of listening well?

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Two Types of Listening



Primarily Self-focused



Primarily Other-focused

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Self-Focused Listening

Multi-tasking, distracted

Formulating responses

Filter listening through past experiences, history, assumptions


Focused on own personal stories, agenda, advice



10

Other-Focused Listening

- Attention to body language, facial expression, tone of voice
- Beginner's Mind, Not-knowing
- Allow for silence, space, pause
- Attuned to energy and emotions behind the words



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The Pause

“The PAUSE: that impressive silence, that eloquent silence... which often achieves a desired effect where no combination of words... could accomplish it.”

Mark Twain

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Holding Space Video

<https://www.youtube.com/watch?v=wEfrj4tggtU>

13

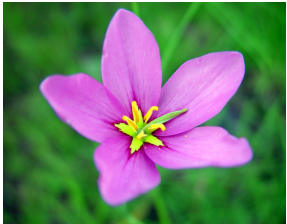
Questions for Small Group Listening Activity

1. What were some dreams/aspirations you had when you were younger?
2. Are you in any way currently living out those dreams/aspirations? If so, How?
3. What are some aspirations/dreams you have for yourself in the future?
4. What do your dreams/aspirations tell you about what is important to you now (values)?

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14

30 Minute Break



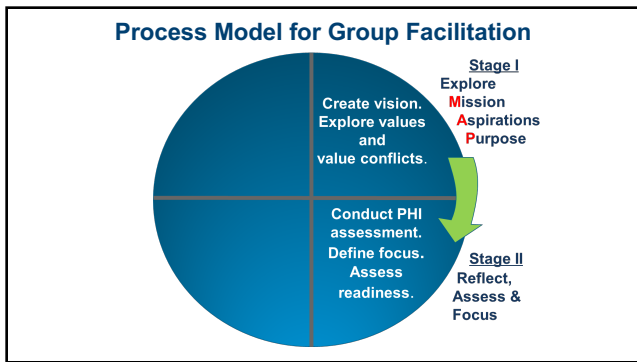
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Module 8 –
Personal Health Inventory
Stage II

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16



17

Stage II – Complete PHI Assessment


Complete:

- Part 2 of PHI on pages 3-6 in the Participant Manual

Demo # 2

- How are areas explored?
- Is the focus defined?

Volunteers?




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19

5 Minute Break



A photograph showing two people sitting on wooden Adirondack chairs on a sandy beach, viewed from behind. They are looking out at a calm ocean with a clear blue sky and a thin layer of white surf. The water transitions from a light turquoise near the shore to a deeper blue further out. The sky is a pale blue with some wispy clouds. The chairs are made of dark wood and are positioned on the sand. The overall scene is peaceful and scenic.

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Module 9 – Manual Review and Preparation for Group Practice

20

TCMLH – Facilitator Guide and Participant Workbook

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Whole Health Facilitator Group

Taking Charge of My Life and Health

Facilitator Guide

Official version (unpublished)
 Approved for public distribution by VA Medical Center, Durham, NC

U.S. Department of Veterans Affairs

Whole Health Facilitator Group

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Participant Workbook

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21

[illegible]

22

Facilitator Guide – Color coding

TRAINING MATERIALS OF MY LIFE AND HEALTH – FACILITATOR GUIDE

The Personal Health Inventory (PHI) and practice manual are the first two books in the series. Some facilitators might try to implement alternative formats for the group, suggesting one version would be able to assist in a 4 week program. For that reason, these alternate delivery channels were created.

DETERMINE WHICH MODELS TO COVER

The date on the following page provides five delivery options and uses a color-coded system, details the number that should be presented on each session.

2025 Models highlighted in red are the required sessions that will be presented in all group deliveries. The date on the table indicates the “finalization” year of the program and includes the date for the Personal Health Inventory (PHI) to follow the First Five Steps Model for Group Facilitation.

2026 After the second model introduction (in red and bold), the opportunities exist during group time to practice conditions will be reduced, depending on the overall length of the time available. The facilitation practices will be highlighted in blue and the facilitator will allow the decision for which models to use.

2027 An essential element of “Living Change of My Life and Health” is explaining the Components of Health and Well-Being from the CCHD. These components are highlighted in green and the larger delivery formats will include either all or a selection. The shorter delivery formats will include either all or a selection. The shorter delivery considers the participants in an adult, middle-aged person to be the primary focus.


2028 The graph highlighted in blue represents Step IV of the Process Model for Group Facilitation. This is a follow-up to the

Goal and Action Steps created in stage III. The frequency of covering this will fluctuate with the shorter group format.

There are remaining models that are not color coded. After the third session with the group, in facilitation, you will have options for concluding the session, providing them with an activity, until the next session, and welcoming them back to the next time they return. Sessions 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746,

23

Facilitator Guide – Optional Formats



TRAINING MANUAL OF THE LIFE AND HEALTH FACILITATOR GUIDE



OPTIONAL FORMATS FOR TAKING CHARGE OF MY LIFE AND HEALTH PEER LEAD GROUPS

Taking Charge of My Life and Health Course Content	2 Week (12/16 hrs)	6 Week (36 hrs)	12 Sessions (plus 1 follow-up session)	12 Sessions (plus a series of follow-up sessions) (12-16 weeks)
Description	4 weeks of 1 hour sessions	12 Sessions, one of 4 individual modules or 4 individual modules or 4 individual modules	12 Sessions, plus a series of follow-up sessions	12 Sessions, plus a series of follow-up sessions
Course topics	Yes	Yes	Yes	Yes
Outgoing Introduction/ Participant Introduction/ Group Introduction	Yes	Yes	Yes	Yes
Stage 1 (12/16)	4 Sessions	4 Sessions	4 Sessions	4 Sessions
Stage 2 (12/16) and Action Plan	Yes	Yes	Yes	Yes
Stage 3 (12/16) and Action Plan	4 Sessions	4 Sessions	4 Sessions	4 Sessions
Project (12/16)	4 Sessions	4 Sessions	4 Sessions	4 Sessions
Completion of TCM	Yes	Yes	Yes	Yes

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201

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• The column headings are the different formats / time frames the course can be presented.

• The **Red** modules are done regardless of formats. These are “core” topics.

• The **Blue**, **Purple**, and **Green** modules are done as indicated on the table by the # of practices, times or otherwise.

24

SESSION 1		
Resources	Instructor Outline	Detailed Notes
	MODULE 1.1 INTRODUCTION TO TAKING CHARGE OF MY LIFE AND HEALTH (10 minutes)	1.1 Course Introduction
	1. Introduce yourself.	1.1.1 Keep your introduction brief. Share similar information that the Participants will be sharing in a few minutes.
	2. Introduce what the course is about.	1.1.2 Introduce your role as the facilitator. Explain that you will be guiding the discussions and activities and keeping the group on task. You will not be providing them medical advice (see my advice) nor telling the Participants what to do. Taking Charge of My Life and Health is designed to give Veterans a chance to reflect on what really matters to them and what they want their health for. In addition, Veterans are encouraged to choose an area of their life they want to enhance and develop a plan for carrying out their goals and actions. Finally, the group is there to provide support for attaining their goals.
	MODULE 1.2 PERSONAL INTRODUCTIONS OF PARTICIPANTS (15 minutes)	
	<ul style="list-style-type: none"> Your name and what you want to be called Your branch of service and how long you've been a Veteran What's a fun fact about yourself? OR 	

25

Resources	Instructor Outline	Detailed Notes
	<ul style="list-style-type: none"> What would you like others to know about you 	
	MODULE 1.3 GROUP GUIDELINES AND AGREEMENTS (10 minutes)	
PM p. 7	1. Have Participants turn to the Group Guidelines and Agreements in the Participant Manual.	1.3.1 Go over each Group Guideline. You may have them read out loud or whatever way makes the best sense for your group. Make sure to pause on respectful listening, explaining that this group is not about giving unsolicited advice. Self-exploration may actually be inhibited by listening to other's advice. Let the group know that it is your responsibility as the facilitator to remind them of the Group Guidelines periodically. Participants may also remind each other of the group Guidelines.
	2. Go over the Guidelines and Agreements.	1.3.2 Check to see if any Participants have other Group Guidelines to consider. Assess whether there is consensus to add the Group Guideline.
	3. Ask if Participants have additional Guidelines and Agreements they would like to consider.	
	4. Ask if Participants are in agreement with the Guidelines.	

26

Resources	Instructor Outline	Detailed Notes
	MODULE 1.4 INTRODUCTION TO MINDFUL AWARENESS (15 minutes)	
	1. Introduce the concept of Mindful Awareness.	1.4.1 "Mindful awareness is paying attention, on purpose, to what is happening in the present moment without judgment. Everyone has the ability to practice mindful awareness, and you can probably think of a time when you were fully present—paying attention to only what was happening in the moment. Feeling a breeze, hearing a passing car or ticking clock. Mindful awareness can also be noticing what is happening inside us, like noticing a stream of worried thoughts about getting ready for a meeting.
PM p. 1	2. Refer them to the <i>Components of Health</i> and explain "Me and Mindful Awareness Circles."	1.4.2 After referring Participants to the <i>Components of Health</i> , briefly go over the Diagram, noting that "Me" is in the center. You will be the one making decisions about you. Being mindfully aware and non-judgmental, you will make decisions about where to focus based on what is important to you. Being aware of your life, in all aspects, is the first step to making decisions that are based in your values.
	3. Have Participants provide some examples.	
Script p. 67	4. Practice Mindfulness of Breath using the script on page 67.	1.4.4 A reminder—slower is better than going too fast through the script. Pause after each suggestion.

27

Resources	Instructor Outline	Detailed Notes
	5. Ask for Participants' experience of Mindful Awareness activity using the following questions: a. What did you notice during the experience? b. What did you like about it? c. What did you find challenging?	
	MODULE 1.5 EXPLORING MISSION, ASPIRATION OR PURPOSE (30 minutes)	
PM p. 2	1. Introduce the PHI and have them turn to it in their Manuals.	1.5.1 The innermost circle represents each of us, and who we are as unique individuals. We start at the middle saying, "I am the expert on my life, values, goals, and priorities. Only I can know WHY I want my health. Only I can know what really matters to ME. And this knowledge needs to be what drives my health and my health care. I am the most important person, the Captain of the Team, when it comes to making choices that influence my health and well-being. I direct the show, and my medical team professionals are some of the savviest players."
Video	3. Show the Video: <i>Dream Rangers</i> . (https://www.youtube.com/watch?v=3q5q58t9pY0)	1.5.3 Let Participants know they will have to pay attention to the options since it is in Taiwanese. Tell them that it is a bank commercial but focuses on living life according to our values and what matters in our lives.
	4. Ask for Responses to <i>Dream Rangers</i> .	

28

Topics to Facilitate	
7 person group	
Topic (Module #) to Facilitate	Facilitator Name Age Gender Participant Manual Page Facilitator Signature
Practice Session 1A: Day 1 (10 minutes)	
Introduce Mindful Awareness (1.4)	13-15 4-5 n/a
Exploring MAP (1.5)	13-15 7 2
Identifying Values (1.5)	13-15 7-9 15
PHI (1.4)	13-15 7 15
Goal-Setting (1.5)	13-15 7 15
Action Steps (1.5)	13-15 7 15
Review (1.4)	13-15 7 15
Practice Session 1B: Day 2 (10 minutes)	
Practice of Mindful Awareness (1.4)	13-15 7-9 n/a
Learning from Attempted Action (1.5)	13-15 7 15-16
Food and Drink (1.4)	13-15 7-9 15
Power of the Mind (1.4)	13-15 7-9 15
Family, Friends and Community (1.4)	13-15 7-9 15
Surroundings (1.5)	13-15 7-9 15
Moving the Body (1.5)	13-15 7-9 15
Practice Session 1C: Day 3 (10 minutes)	
Living Endless Meditation (1.5)	13-15 7-9 n/a
Decharge (1.5)	13-15 7-9 15
Spirit and Soul (1.4)	13-15 7-9 15
Personal Development (1.5)	13-15 7-9 15
Personal Health Plan (1.4)	13-15 7-9 15
Personalized Health Plan (1.4)	13-15 7-9 15
Planning Ahead (1.4)	13-15 7-9 15

29

Move to Breakout Rooms	
<ul style="list-style-type: none"> Choose Topics for 3 facilitation practices. Mentor will answer any questions related to your facilitation practices. 	

30

Module 11 – Skill Building: Reflection and Inquiry

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31

Listening

Listening is a core skill that allows us to do other skills well:

- Reflection
- Inquiry

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“People are generally better persuaded by the reasons which they have themselves discovered, than by those which have come into the mind of others.”


Pascal

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Other Possible Responses that may be helpful but do not tend to solicit personal reflections

- Give advice
- Tell our story that relates
- Ask information questions
- Provide Information
- Ask a “leading” question
- Provide a judgment
- (“That’s Good!” “That’s not so good!”)




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34

Reflections

- Gives participant back his/her words, thoughts, feelings
- Lets them know you heard them and builds rapport
- Allows them to hear what s/he has said, helps clarify
- Provides a “mirror” for participant



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Reflections

- ❑ Parroting and/or paraphrasing
- ❑ Summarizing
- ❑ Reflecting feelings and values
- ❑ Double-sided reflections

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Parroting

- Using the participants' same words
- It's a statement, not a question
- Can be powerful



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Reflections - Parroting Example

Participant: "I need to make some changes but I don't know where to begin."

How could you parrot this?

One example: "You don't know where to begin."

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Paraphrasing

Restate what the participant has said using other words.



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Reflections - Paraphrasing Example

Participant: "It's important for me to spend time with my family."

How could you paraphrase this?

One example: "You really value your family."

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Summarizing

Brings several key points from participant together in one statement.

Can be used as a transition to another person or topic.

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Reflections – Summarizing Example

"Your family is very important, so you've explored different ways to relate and haven't been successful. But you're ready to try again because you know you need to."

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Reflections – Summarizing Example

“You have brought a lot of thoughts, ideas, and challenges to our conversation. Which one is most important to address today?”

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Reflection of Feelings and Values

Goes beyond what the participant has said.

A guess or hunch at deeper meaning, inferred value, or emotion.



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Double-Sided Reflection

Used when a participant presents two sides of an issue, ambivalence, and/or value-conflicts

Intent is to explore and honor both sides, pros & cons, benefits & costs

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Reflections Practice

One person is the speaker for 2 minutes

The other person(s) practice reflections



- Switch roles after 2 minutes
- Speaker should pause several times in the 2 minutes to let the listener practice reflecting
- Speaker should address **one** of the following questions:

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Listening Exercise Questions – Choose only one

If time or money were no issue, what would you be doing with your life?

Think about one or two people who inspire you.
What about them is inspiring?

What parts of your current job or life activities do you enjoy most?

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Inquiry or Asking Questions

A foundational skill in facilitating:

Two main types of questions:

- Closed (-ended)
- Open (-ended)

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Closed-ended questions

- Elicits Yes/No or one word answers
- Generally, are not as effective in leading to new insight/understanding

Can be useful for:

Transitions (Are you ready to set a goal?)

Permission (May I offer you some resources?)

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54

Open-ended questions

- Reflects curiosity for the sake of the participant's self discovery
- Not easily answered with yes/no, specific piece of information or a single word
- Encourages participant to talk/volunteer new information
- Present or future focused
- May lead to new awareness or insight



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55

Open-ended questions

- What? How? Tell me more about...
- "Why?" questions may solicit defensiveness depending on the tone of voice.

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56

Open-ended questions examples

- ☐ What matters most to you?
- ☐ What do you want your health for?
- ☐ What brings you joy and happiness?
- ☐ What were your aspirations when you were younger?

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57

How to ask open-ended questions

- ✓ Ask a succinct, clear question
- ✓ Pause and wait for the answer
 - This may mean a moment of silence
 - Do not fill the space
- ✓ Listen to what is said

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58



58

Wrap up: Q&A, Survey, Adjourn

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60